**Grades 6-12 ELA Lesson Plan**

**Teacher:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Grade/Course:** \_\_\_6/ELA\_ **Date:** \_\_\_\_\_\_\_\_\_2 days\_\_\_\_\_\_

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| **Unit Title:**  Perspectives and Point of View | | **Corresponding Unit Task: 1** |
| **Unit EQ(s):** | How do readers compare texts across different genres?  How do authors use different forms and genres to portray similar themes?  How do writers use informational texts to examine and convey topics and ideas? | |
| **Essential Vocabulary** | Rhythm, alliteration, onomatopoeia, theme, purpose | |
| **Materials/Resources** | * Copies of “I Look at the World” by Langston Hughes * “The Sneetches” – Holt Lit. Book * Four Square Chart | |
| **Activating Strategy/ Bell Ringer** | Have students review their SIGHT organizers from the civil rights picture and journal entries from the Rosa Parks selection. Discuss as a class how the topic of civil rights is presented in diverse media and formats and how these formats contribute to the topic. Discuss how their responses to the photographs compare to the responses elicited by the Rosa Parks excerpt. | |
| **Balanced Literacy Components Addressed:**   * Reading * Writing * Word Study * Speaking & Listening   **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Common Core State Standards:**  **RI.6.9-** Compare and contrast one author’s presentation of events with that of another (e.g. a memoir written by and a biography on the same person).  **RL.6.9-**Compare and contrast texts in different forms or genres (e.g. stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.  **L.6.6 –** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.  **RL.6.1** -Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from text.  **RL.6.2-** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.  **RL.6.3-** Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.  **I Can Statements:**  I can identify the theme and point of view in a poem.  I can identify author’s purpose**.**  **Instructional Plan:**   * Introduce purpose of poetry – to express thoughts and feelings about life. * Explain to students how to read poetry aloud with attention to punctuation rather than where lines end. Model reading aloud “I Look at the World” by Langston Hughes. * Have several volunteers to reread the poem aloud. * Discuss how the poem relates to the themes and perspectives presented in the photographs and the Rosa Parks excerpt. (May use 3 circle Venn-Diagram) * Introduce “The Sneetches” and read aloud 1st two stanzas. Discuss rhythm/meter of the poem. * Have students partner read the poem. * After most students have read through line 42 (end of 1st stanza on 3rd page), have them pause. Review/discuss alliteration and have them pick out examples from the poem. Do the same with onomatopoeia. Discuss the benefit of reading poetry aloud to appreciate the sound devices often used such as rhyme, rhythm, alliteration, and onomatopoeia. * Have students continue partner reading and then complete the four square chart. | |
| **Closing/Summarizing Strategy** | Go over charts together. | |

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| **Differentiation Strategies** | **Extension** | **Intervention** | **Language Development** |
| May have students identify elements of fiction within “The Sneetches” since it is a narrative poem. | May read the entire poem aloud to lower readers. |  |
| **Assessment(s)** | 4 square charts | | |
| **Reflection** |  | | |